



ASHA
American
Speech-Language-Hearing
Association

Schools Survey Report:
SLP Caseload Characteristics Trends
2004–2022

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Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the *2022 Schools Survey* to gather information about professional issues affecting school-based speech-language pathologists (SLPs) and audiologists. Results from this survey are presented in a series of reports, including this report on SLP caseload characteristics trends.

Findings from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, and 2020 *ASHA Schools Surveys* are included in this report for comparative purposes. Questions differ among surveys, so data on all topics are not available for all survey years.

Survey Report Highlights

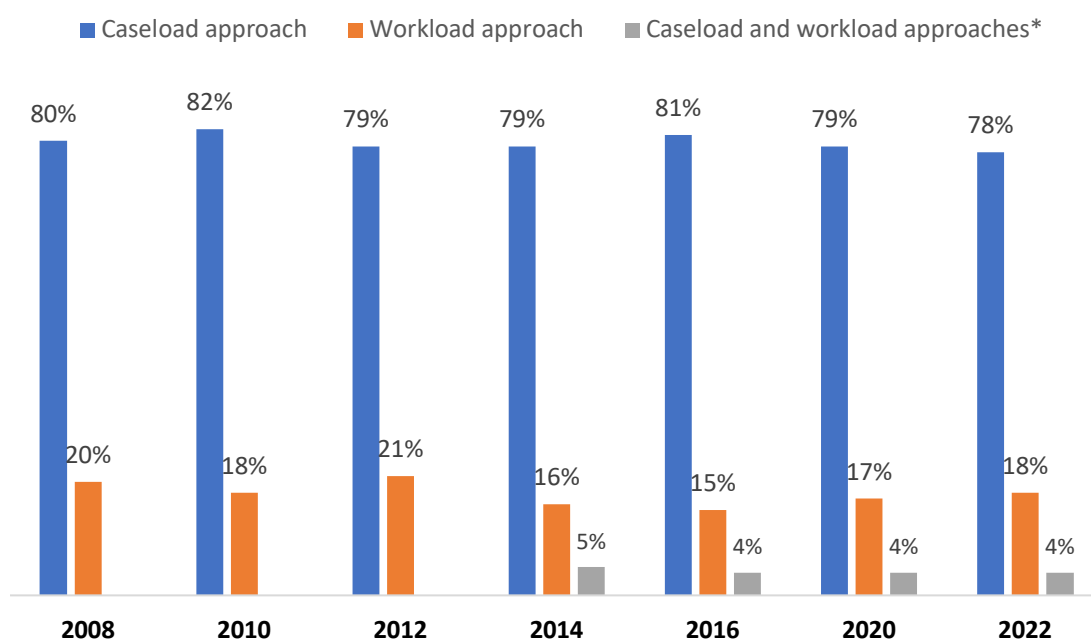
- In 2022, most (78%) SLPs indicated that a caseload approach was used to determine the number of students they served—about the same as in past years (79%–82% from 2008 to 2020).
- In 2022, SLPs had a median monthly caseload size of 48—the same or about the same as in past years (47–50 from 2004 to 2020).
- From 2004 to 2022, median caseload size was lower in special day or residential schools and preschools than in other school settings (20–30 for special day or residential schools and 37–41 for preschools).
- In 2022, SLPs in Indiana had the largest median caseload size (72)—the same or about the same as in past years (72–80 from 2004 to 2018).
- From 2016 to 2022, SLPs in the Northeast had a smaller median caseload size (35–38) than did SLPs in other geographic regions of the country.
- In 2022, most (94%) SLPs served students with autism spectrum disorder—up gradually from 84% in 2006.
- From 2014 to 2022, SLPs served more students per month with language disorders: semantics, morphology, syntax than with other disorders.
- In 2022, SLPs spent most of their time each week (22 hours) in direct intervention—the same or about the same as in past years (22–27 hours per week from 2014 to 2020).
- In 2022, most (60%) SLPs were required to make up missed sessions with students any time they missed a session for any reason—about the same as in past years (54%–63% from 2016 to 2020).
- In 2022, 12% of SLPs indicated that they had used the ASHA Workload Calculator that is on ASHA’s website—up slightly from 10% in 2020.

Caseload or Workload Approach

As defined in the survey, a *caseload approach* is based on the number of students served; a *workload approach* is based on all activities required and performed.

In 2022, most (78%) SLPs indicated that a caseload approach was used to determine the number of students they served—about the same as in past years (79%–82% from 2008 to 2020). The remainder indicated that a workload approach, or a combination of caseload and workload approaches, was used (see Figure 1).

Figure 1. Percentage of school-based SLPs who indicate that a caseload approach and/or a workload approach is used to determine the number of students they serve, by year.



Note. These data are from the 2008, 2010, 2012, 2014, 2016, 2020, and 2022 ASHA Schools Surveys.

*This item was not included in the 2008, 2010, and 2012 surveys. In 2008, analysis was limited to clinicians who were employed full time. In 2010, 2012, 2014, 2016, 2020, and 2022, analysis was limited to clinicians who were employed full or part time.

n = 1,733 (2008); *n* = 2,153 (2010); *n* = 2,149 (2012); *n* = 1,464 (2014); *n* = 1,566 (2016); *n* = 1,470 (2020); *n* = 2,582 (2022).

Caseload Size

In 2022, SLPs had a median monthly caseload size of 48—the same or about the same as in past years (47–50 from 2004 to 2020; see Appendix Table 1). In other words, each SLP served about 48 different students in a typical month.

Numerous variables—including school setting, state, and geographic area—affect caseload size.

Caseload Size by School Setting

Median caseload size varied by school setting. From 2004 to 2022, median caseload size was lower in special day or residential schools and preschools than in other school settings (20–30 for special day or residential schools and 37–41 for preschools; see Appendix Table 1).

Caseload Size by State

Median caseload size varied by state. In 2022, SLPs in Indiana had the largest median caseload size (72)—the same or about the same as in past years (72–80 from 2004 to 2018). SLPs in New York had the smallest median caseload size (30)—the same or about the same as in recent past years (30–31 from 2016 to 2020; see Appendix Table 2).

Caseload Size by Geographic Area

Median caseload size varied by geographic area. From 2016 to 2022, SLPs in the Northeast had a smaller median caseload size (35–38) than did SLPs in other areas of the country (see Table 1). See page 10 for a key of geographic regions and divisions with corresponding states.

Table 1. Median monthly caseload size of school-based SLPs, by geographic region and division and year.

| Geographic region and division | # | | | |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| | 2016 (n = 1,328) | 2018 (n = 1,539) | 2020 (n = 1,279) | 2022 (n = 2,254) |
| Northeast | 38 | 36 | 35 | 37 |
| New England | 40 | 40 | 40 | 36 |
| Middle Atlantic | 37 | 35 | 34 | 37 |
| Midwest | 48 | 49 | 46 | 49 |
| East North Central | 50 | 50 | 48 | 50 |
| West North Central | 41 | 43 | 45 | 46 |
| South | 50 | 50 | 52 | 51 |
| South Atlantic | 50 | 50 | 50 | 50 |
| East South Central | 55 | 57 | 60 | 55 |
| West South Central | 50 | 50 | 55 | 53 |
| West | 52 | 54 | 54 | 53 |
| Mountain | 52 | 55 | 59 | 52 |
| Pacific | 48 | 52 | 53 | 53 |

Note. These data are from the 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time.

Areas of Intervention

SLPs served students in numerous areas. From 2014 (or earlier) to 2022, most (about 90%) SLPs served students with (a) autism spectrum disorder, (b) language disorders: pragmatics/social communication, (c) language disorders: semantics, morphology, syntax, and (d) speech sound disorders (see Appendix Table 3).

From 2014 (or earlier) to 2022, SLPs served more students per month with (a) language disorders: semantics, morphology, syntax and (b) speech sound disorders than with other disorders (see Appendix Table 4).

Weekly Activities

In 2022, SLPs spent most of their time each week (22 hours) in direct intervention—the same or about the same as in past years (22–27 hours per week from 2014 to 2020). They spent much of their remaining time each week on documentation (6 hours) and diagnostic evaluations (4 hours)—the same or about the same as in past years (see Table 2).

Table 2. Average number of hours per week that school-based SLPs spend on activities, by year.

| Weekly activity | # | | | | |
|--|-------------------|---------------------|---------------------|---------------------|---------------------|
| | 2014 (n ≥ 989) | 2016 (n ≥ 1,033) | 2018 (n = 1,423) | 2020 (n = 1,279) | 2022 (n = 2,024) |
| Collaborative consultation | — | — | 2 | 2 | 2 |
| Diagnostic evaluations (e.g., observation, screening, scoring, analysis) | 3 | 3 | 4 | 4 | 4 |
| Direct intervention | — | — | — | — | 22 |
| Direct intervention: Classroom-based/integrated services | 4 | 5 | 7 | 5 | — |
| Direct intervention: Pullout | 18 | 19 | 20 | 19 | — |
| Documentation ^a | 7 | 7 | — | — | 6 |
| Medicaid billing | — | 2 | — | — | — |
| MTSS/RtI activities | 1 | 1 | 2 | 1 | — |
| Services to Section 504 students | < 1 | < 1 | 2 | < 1 | — |
| Supervision | 1 | 1 | 4 | 1 | 1 |
| Technological support (e.g., hearing aids/cochlear implants, AAC) | 1 | 1 | 2 | 1 | 1 |
| Telepractice | — | — | — | < 1 | — |
| Other duties as assigned ^b | 4 | 2 | — | 3 | 2 |

Note. These data are from the 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time and had a caseload size of at least one student. In 2014, 2016, and 2018, clinicians worked a maximum of 52 hours per week; in 2020 and 2022, they worked a maximum of 55 hours per week. Dash indicates that the item was not included in the survey. MTSS = multitiered system of supports; RtI = response to intervention; AAC = augmentative and alternative communication. ^aIn 2014 and 2016, this item was *documentation/paperwork*. ^bIn 2014, 2016, and 2018, this item was *other indirect activities*.

Missed Sessions With Students

In 2022, most (60%) SLPs were required to make up missed sessions any time they missed a session for any reason—about the same as in past years (54%–63% from 2016 to 2020). About a third (36%) of SLPs were not required to make up missed sessions—about the same as in past years (32%–40% from 2016 to 2020; see Table 3).

Table 3. Percentage of school-based SLPs who are required to make up missed sessions, by circumstance and year.

| Circumstance | % | | | |
|--|---------------------|---------------------|---------------------|---------------------|
| | 2016 (n = 1,597) | 2018 (n = 1,864) | 2020 (n = 1,496) | 2022 (n = 1,314) |
| I am not required to make up missed sessions. | 40 | 40 | 32 | 36 |
| When the student misses a session due to an assembly or a classroom activity | 12 | 13 | 17 | 14 |
| Any time a student misses a session for any reason | 8 | 9 | 9 | 7 |
| Any time I miss a session for any reason | 54 | 54 | 63 | 60 |

Note. These data are from the 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full or part time.

ASHA Workload Calculator

In 2022, a small percentage (12%) of SLPs indicated that they had used the ASHA Workload Calculator that is on ASHA’s website—up slightly from 10% in 2020 (see Table 4).

Table 4. Percentage of school-based SLPs who have used the ASHA Workload Calculator that is on ASHA’s website or know what it is, by year.

| Response | % | |
|---------------------------|---------------------|---------------------|
| | 2020 (n = 1,436) | 2022 (n = 2,603) |
| Yes | 10 | 12 |
| No, but I know what it is | 38 | 38 |
| Don’t know what it is | 52 | 50 |

Note. These data are from the 2020 and 2022 ASHA Schools Surveys. Analysis was limited to clinicians.

Survey Methodology

A paper survey was mailed on February 15, 2022, to a random sample of 8,000 ASHA-certified SLPs and to all 649 ASHA-certified audiologists who were employed in school settings in the United States. The sample was stratified by state. Small groups, such as SLPs and audiologists in Wyoming, were oversampled. A pre-notification email about the survey was sent on February 15 to the audiologists and SLPs in the sample. Paper replacement surveys were mailed on March 28 and April 21 to nonrespondents.

Because small groups were oversampled, ASHA used weighting when presenting survey data.

Response Rates

Of the original 8,000 SLPs in the sample, 39 had incorrect mailing addresses, 20 had retired, 21 were employed in non-school settings, and 114 were not employed in the profession, which left 7,806 possible respondents. The actual number of respondents was 2,961—a 37.9% response rate. Past ASHA Schools Survey response rates are as follows:

- 2004: 69.7%
- 2006: 64.9%
- 2008: 64.0%
- 2010: 64.8% (overall); 65.5% (among SLPs)
- 2012: 63.6% (overall); 64.7% (among SLPs)
- 2014: 46.0% (overall); 47.0% (among SLPs)
- 2016: 47.4% (overall); 47.9% (among SLPs)
- 2018: 48.0% (overall); 48.8% (among SLPs)
- 2020: 40.3% (overall); 40.1% (among SLPs)

Suggested Citation

American Speech-Language-Hearing Association. (2022). *Schools survey report: Caseload characteristics trends, 2004–2022*. www.asha.org

Additional Information

Companion reports are available on the ASHA website at www.asha.org/Research/memberdata/Schools-Survey/.

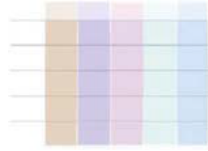
Questions?

For additional information regarding this report, please contact School Services at schools@asha.org.

Acknowledgment

Without the generous cooperation of the members who participate in our surveys, ASHA could not fulfill its mission to provide vital information about the professions and discipline to the Association membership and public. Thank you!

Appendix



Key of geographic regions and divisions with corresponding states.

| Geographic regions and divisions | Corresponding states |
|---|------------------------------------|
| Northeast | |
| New England | CT, ME, MA, NH, RI, VT |
| Middle Atlantic | NJ, NY, PA |
| Midwest | |
| East North Central | IL, IN, MI, OH, WI |
| West North Central | IA, KS, MN, MO, NE, ND, SD |
| South | |
| South Atlantic | DE, DC, FL, GA, MD, NC, SC, VA, WV |
| East South Central | AL, KY, MS, TN |
| West South Central | AR, LA, OK, TX |
| West | |
| Mountain | AZ, CO, ID, MT, NV, NM, UT, WY |
| Pacific | AK, CA, HI, OR, WA |

Appendix Table 1. Median monthly caseload size of SLPs, by school setting and year.

| School setting | # | | | | | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 2004 (n = 2,052) | 2006 (n = 1,772) | 2008 (n = 1,721) | 2010 (n = 1,749) | 2012 (n = 1,760) | 2014 (n = 1,224) | 2016 (n = 1,328) | 2018 (n = 1,539) | 2020 (n = 1,279) | 2022 (n = 2,226) |
| Overall ^a | 50 | 50 | 50 | 50 | 47 | 48 | 48 | 48 | 47 | 48 |
| Special day or residential school | 25 | 27 | 28 | 28 | 25 | 24 | 30 | 27 | 27 | 20 |
| Preschool | 40 | 40 | 40 | 40 | 37 | 41 | 38 | 40 | 40 | 38 |
| Elementary school | 52 | 52 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Secondary school (middle, junior high, or senior high school) | 50 | 55 | 49 | 50 | 48 | 50 | 50 | 48 | 48 | 50 |
| Combination of the above schools | 50 | 55 | 50 | 50 | 50 | 52 | 45 | 48 | 48 | 45 |

Note. These data are from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time. ^aOverall includes respondents who did not indicate a school setting.

Appendix Table 2. Median monthly caseload size of school-based SLPs, by state and year.

| State | # | | | | | | | | | |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|---------------------|
| | 2004 (n = 2,067) | 2006 (n = 1,742) | 2008 (n = 1,707) | 2010 (n = 1,785) | 2012 (n = 1,760) | 2014 (n = 1,224) | 2016 (n = 1,328) | 2018 (n = 1,231) | 2020 (n = 927) | 2022 (n = 2,005) |
| Alabama | n/r | 50 | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Alaska | n/r | n/r | n/r | 49 | n/r | n/r | n/r | n/r | n/r | n/r |
| Arizona | 54 | 55 | 57 | 60 | 57 | n/r | n/r | 60 | 65 | 57 |
| Arkansas | 40 | 41 | 40 | 40 | 42 | n/r | n/r | 40 | n/r | 40 |
| California | 58 | 58 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 |
| Colorado | 48 | n/r | 48 | n/r | 55 | n/r | n/r | n/r | n/r | 45 |
| Connecticut | 42 | 40 | 37 | 40 | 32 | n/r | 35 | n/r | n/r | 33 |
| Delaware | n/r | 50 | 55 | 54 | n/r | n/r | n/r | n/r | n/r | n/r |
| D.C. | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Florida | 72 | 65 | 46 | 65 | 59 | 60 | 64 | 60 | 60 | 60 |
| Georgia | 50 | 46 | 43 | 46 | 45 | 52 | 42 | 43 | 48 | 45 |
| Hawaii | n/r | 35 | 40 | 40 | n/r | n/r | n/r | n/r | n/r | n/r |
| Idaho | n/r | 57 | 61 | 58 | n/r | n/r | n/r | n/r | n/r | n/r |
| Illinois | 50 | 55 | 50 | 50 | 48 | 49 | 50 | 49 | 45 | 42 |
| Indiana | 74 | 78 | 75 | 80 | 72 | n/r | n/r | 76 | n/r | 72 |
| Iowa | 50 | 49 | 55 | 50 | n/r | n/r | n/r | n/r | n/r | n/r |
| Kansas | 47 | n/r | 46 | 45 | n/r | n/r | n/r | n/r | n/r | 45 |
| Kentucky | 63 | 60 | 65 | 59 | 52 | n/r | 60 | 60 | n/r | 53 |
| Louisiana | 50 | n/r | 45 | 46 | 45 | n/r | n/r | n/r | n/r | 55 |
| Maine | n/r | n/r | n/r | 30 | n/r | n/r | n/r | n/r | n/r | n/r |
| Maryland | 50 | 52 | 45 | 43 | 45 | 47 | 45 | 44 | 41 | 43 |
| Massachusetts | 45 | 40 | 40 | 43 | 42 | 41 | 40 | 41 | 43 | 38 |
| Michigan | 57 | 57 | 55 | 60 | 55 | 58 | 50 | 54 | 53 | 53 |
| Minnesota | 42 | 45 | 45 | 42 | 43 | n/r | 36 | 38 | 46 | 47 |
| Mississippi | 55 | 55 | 50 | 45 | n/r | n/r | n/r | n/r | n/r | n/r |
| Missouri | 45 | 42 | 48 | 45 | 39 | 40 | 40 | 42 | 36 | 44 |

(Table continues)

Appendix Table 2. Continued

| State | # | | | | | | | | | |
|----------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|---------------------|
| | 2004 (n = 2,067) | 2006 (n = 1,742) | 2008 (n = 1,707) | 2010 (n = 1,785) | 2012 (n = 1,760) | 2014 (n = 1,224) | 2016 (n = 1,328) | 2018 (n = 1,231) | 2020 (n = 927) | 2022 (n = 2,005) |
| Montana | n/r | 45 | 43 | 45 | n/r | n/r | n/r | n/r | n/r | n/r |
| Nebraska | n/r | 54 | 53 | 55 | n/r | n/r | n/r | n/r | n/r | n/r |
| Nevada | n/r | 55 | n/r | 60 | n/r | n/r | n/r | n/r | n/r | n/r |
| New Hampshire | n/r | n/r | n/r | 31 | n/r | n/r | n/r | n/r | n/r | n/r |
| New Jersey | 48 | 46 | 42 | 40 | 40 | 40 | 40 | 40 | 35 | 40 |
| New Mexico | 35 | 40 | 35 | 45 | n/r | n/r | n/r | n/r | n/r | n/r |
| New York | 35 | 40 | 40 | 32 | 32 | 35 | 31 | 30 | 30 | 30 |
| North Carolina | 45 | 56 | 50 | 47 | 43 | 46 | 48 | 48 | 46 | 49 |
| North Dakota | n/r | 32 | 33 | 35 | n/r | n/r | n/r | n/r | n/r | n/r |
| Ohio | 55 | 60 | 60 | 61 | 60 | 57 | 55 | 55 | 53 | 58 |
| Oklahoma | 52 | 54 | 55 | 50 | 50 | n/r | n/r | 50 | n/r | 50 |
| Oregon | n/r | 60 | n/r | 50 | n/r | n/r | n/r | n/r | n/r | 50 |
| Pennsylvania | 60 | 53 | 53 | 60 | 50 | 50 | 50 | 54 | 56 | 49 |
| Rhode Island | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| South Carolina | 58 | 55 | n/r | 48 | 50 | n/r | n/r | n/r | n/r | 50 |
| South Dakota | n/r | 49 | 40 | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Tennessee | n/r | 61 | 57 | 60 | n/r | n/r | n/r | n/r | n/r | 60 |
| Texas | 55 | 55 | 50 | 50 | 50 | 50 | 51 | 55 | 65 | 60 |
| Utah | n/r | n/r | 65 | 60 | n/r | n/r | n/r | n/r | n/r | n/r |
| Vermont | n/r | 30 | n/r | 31 | n/r | n/r | n/r | n/r | n/r | n/r |
| Virginia | 55 | 55 | 55 | 56 | 53 | 55 | 55 | 49 | 50 | 50 |
| Washington | 50 | 51 | 52 | 53 | n/r | n/r | n/r | 48 | n/r | 46 |
| West Virginia | n/r | 50 | 50 | 49 | n/r | n/r | n/r | n/r | n/r | n/r |
| Wisconsin | 38 | 40 | 40 | 38 | 40 | n/r | 40 | 40 | 42 | 40 |
| Wyoming | n/r | 50 | 45 | n/r | n/r | n/r | n/r | n/r | n/r | n/r |

Note. These data are from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time. *n/r* = not reported (to preserve confidentiality and provide more certain results, we do not report data for groups of fewer than 25 survey respondents).

Appendix Table 3. Percentage of school-based SLPs who serve students in areas of intervention, by area and year.

| Area | % | | | | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 2006 (n = 1,769) | 2008 (n = 1,718) | 2010 (n = 1,747) | 2012 (n = 1,760) | 2014 (n = 1,224) | 2016 (n = 1,328) | 2018 (n = 1,539) | 2020 (n = 1,279) | 2022 (n = 2,254) |
| Acquired brain injury ^a | 18 | 14 | 17 | 17 | 0 | 17 | 15 | 13 | 14 |
| Auditory processing disorder | 61 | 54 | 47 | 58 | 46 | 37 | 32 | 31 | 29 |
| Augmentative and alternative communication ^b | 50 | 45 | 53 | 49 | 55 | 55 | 60 | 63 | 71 |
| Autism spectrum disorder ^c | 84 | 84 | 88 | 90 | 90 | 91 | 90 | 92 | 94 |
| Childhood apraxia of speech | 56 | 58 | 59 | 57 | 63 | 63 | 60 | 58 | 60 |
| Cognitive communication disorders | — | — | — | — | 61 | 60 | 48 | 52 | 48 |
| Dysphagia (swallowing/feeding disorders) | 10 | 9 | 9 | 11 | 14 | 11 | 11 | 10 | 8 |
| Fluency disorders | 69 | 67 | 67 | 67 | 68 | 69 | 67 | 68 | 71 |
| Gender affirming voice care | — | — | — | — | — | — | — | — | 1 |
| Hearing loss ^d | 48 | 44 | 46 | 45 | 51 | 46 | 45 | 45 | 42 |
| Language disorders: Pragmatics/social communication | 77 | 75 | 81 | 83 | 89 | 90 | 85 | 87 | 89 |
| Language disorders: Semantics, morphology, syntax | — | — | — | — | 92 | 91 | 91 | 90 | 93 |
| Reading and writing (literacy) | 37 | 32 | 32 | 30 | 36 | 33 | 31 | 36 | 28 |
| Selective mutism | — | — | 16 | 17 | 18 | 18 | 19 | 23 | 20 |
| Speech sound disorders ^e | 91 | 94 | 92 | 93 | 93 | 89 | 90 | 89 | 92 |
| Voice or resonance disorders | 29 | 24 | 23 | 22 | 22 | 18 | 19 | 15 | 14 |

Note. These data are from the 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time. Dash indicates that the item was not included in the survey. ^aFrom 2006 to 2016, this item was *Traumatic brain injury*. ^bFrom 2006 to 2020, this item was *nonverbal, augmentative and alternative communication*. ^cFrom 2006 to 2008, this item was *Autism/pervasive developmental disorder*; from 2010 to 2012, it was *Autism spectrum disorders, including pervasive developmental disorder and Asperger's*. ^dFrom 2006 to 2012, this item was *hearing disorders*. ^eFrom 2006 to 2014, this item was *articulation/phonological disorders*.

Appendix Table 4. Average number of students that school-based SLPs serve in a typical month, by area and year.

| Area | # | | | | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2006 (n varies) | 2008 (n varies) | 2010 (n varies) | 2012 (n varies) | 2014 (n varies) | 2016 (n varies) | 2018 (n varies) | 2020 (n varies) | 2022 (n varies) |
| Acquired brain injury ^a | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| Auditory processing disorder | 9 | 8 | 7 | 10 | 7 | 6 | 5 | 5 | 4 |
| Augmentative and alternative communication ^b | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 7 | 6 |
| Autism spectrum disorder ^c | 6 | 7 | 8 | 8 | 9 | 10 | 10 | 11 | 11 |
| Childhood apraxia of speech | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Cognitive communication disorders | — | — | — | — | 10 | 10 | 9 | 10 | 10 |
| Dysphagia (swallowing/feeding disorders) | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 |
| Fluency disorders | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Gender affirming voice care | — | — | — | — | — | — | — | — | 7 ^d |
| Hearing loss ^e | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Language disorders: Pragmatics/social communication | 8 | 8 | 8 | 10 | 11 | 12 | 11 | 13 | 13 |
| Language disorders: Semantics, morphology, syntax | — | — | — | — | 22 | 22 | 21 | 22 | 22 |
| Reading and writing (literacy) | 15 | 15 | 14 | 14 | 15 | 15 | 14 | 13 | 13 |
| Selective mutism | — | — | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Speech sound disorders ^f | 23 | 22 | 21 | 19 | 21 | 18 | 18 | 19 | 19 |
| Voice or resonance disorders | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |

Note. These data are from the 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Analysis was limited to clinicians who were employed full time. The numbers included in this table were provided by SLPs who do serve students in the areas listed. The *n* values vary widely because SLPs did not serve students in all areas. Dash indicates that the item was not included in the survey. ^aFrom 2006 to 2016, this item was *Traumatic brain injury*. ^bFrom 2006 to 2020, this item was *nonverbal, augmentative and alternative communication*. ^cFrom 2006 to 2008, this item was *Autism/pervasive developmental disorder*; from 2010–2012, it was *Autism spectrum disorders, including pervasive developmental disorder and Asperger’s*. ^dThis data point is from a group of fewer than 25 survey respondents and is therefore less reliable. ^eFrom 2006 to 2012, this item was *hearing disorders*. ^fFrom 2006 to 2014, this item was *articulation/phonological disorders*.